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AUTHOR Roth, William
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ABSTRACT

This report is an evaluation of a New York City school district educational project funded under Title VII of the Elementary and Secondary Education Act of 1965. The goals of the program were to provide bilingual instructional services in all subject areas to Hispanic pupils of limited English-speaking ability and to select, train, and place bilingual teachers in the classroom. Approximately 2400 Hispanic children in grades K-8 were served by the program. Eighty college graduates with teaching credentials and bilingual communication skills in English and Spanish served as interns in the instructional program. The interns were placed in 54 schools encompassing three New York City boroughs. The program was staffed by a Project Director, a Coordinator, three Field/Counselors/Teacher Trainers, and two administrative aides. Teacher training was conducted through three components: in-service workshops, graduate school training, and field supervision. Specific program objectives and the means for achieving these objectives are outlined. The findings are presented and discussed. On the basis of the results it was concluded that the major objectives were met. (Author/BS)

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EVALUATION REPORT

Function No. 09-67621

BILINGUAL TEACHER INTERN PROGRAM

SCHOOL YEAR 1975-1976

PROGRAM EVALUATOR: WILLIAM ROTH

An evaluation of a New York City school district educational project funded under Title VII of the Elementary and Secondary Education Act of 1965 (PL 89-10) performed for the Board of Education of the City of New York for the 1975-76 school year

UD 016856

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CHAPTER I

THE PROGRAM

A - Organization and Implementation

The Bilingual Teacher Intern Program, funded under ESEA Title VII, was a centrally based program operating under the jurisdiction of the Office of Bilingual Education, New York City Board of Education. In 1975-76 eleven decentralized Community School Districts participated in the program. Participation was based on arrangement and assurances between C.S.D.'s and the program in compliance with the program funding guidelines and objectives.

The major goal of the program was to provide bilingual instructional services to Hispanic pupils of limited English-speaking ability. A corollary goal was to select, train and place bilingual teachers in the classroom.

To accomplish this goal, the program selected 80 college graduates with teaching credentials and bilingual communication skills in English and Spanish. Each of these interns was placed in an instructional program that included full time responsibilities as classroom teachers. The interns were placed in 54 schools spread over a geographical area that encompassed 11 C.S.D.'s in 3 boroughs - the Bronx, Manhattan and Brooklyn. The participating districts were 3, 4, 7, 8, 9, 10, 12, 15, 17, 19, and 32.

The program served approximately 2400 Hispanic children of limited English-speaking ability, in grades K - 8 by providing bilingual instruction in all subject areas. In addition, pupils received instruction in English as a Second Language, Spanish language skills, and Hispanic history and culture.

The program was staffed by a Coordinator, three Field Counselors/Teacher Trainers and two administrative aides all under the supervision of a Project Director.

Teacher Training was conducted through three separate components: in-service workshops, graduate school training at the City University of New York (CUNY) and field supervision conducted by the trainers. The field supervision included periodic observations at each site location.

The program staff provided opportunity for parental involvement by creating workshops in various aspects of bilingual education in conjunction with cooperating C.S.D.'s. Through the supervision of the Teacher Trainers, second language instruction workshops were developed for the parents of target pupils in three districts (3, 9, 19). Parent Advisory Committees were formed in several districts. In addition the program formed an Intern Advisory Council composed of Bilingual Intern representatives from each participating district.

Dissemination of the program's activities was accomplished in a variety of ways. The program published the Bilingual Newsletter in the Spring, 1976.

In January,1976, the program participated in the Regional Cross-Cultural Training and Resource Center's Bilingual/Bicultural Materials Conference at Fordham University. The program Staff and Bilingual Teacher Interns participating in the conference, conducted Bilingual/Bicultural demonstration lessons in reading, mathematics, science, creative writing in Spanish language arts, English as a Second Language, integration of Puerto Rican History and Culture through creative and educational activities. In addition the interns exhibited creative teacher-made instructional materials which they have made and have used in the classroom.

Additionally, the Project provided special workshops to other Bilingual Staff members in Community School Districts 3, 9, 17, and 19. Planning for future

workshops was initiated with Community School Districts 4, 15 and 32.

B - Instructional and Training Activities

Pupils: The thrust of the pupil instructional component of this program was to develop reading and mathematics skills by providing small group and individualized instruction in the pupil's dominant language. To prevent separation of the children solely by language or ethnic background, all instructional activities in the second culture, art, music, physical education and other interrelated school activities were coordinated with the English-speaking non-target population. Targeted pupils received the following instructional activities on a daily basis:

- Second Culture and culture patterns, differences and similarities
- Oral English as a Second Language and other English linguistic skills (reading and writing) depending on the individual pupil's progress
- Major subject areas in the dominant language
- Puerto Rican and Hispanic History and Culture
- Reinforcement of positive cultural identity, self-concepts and self-pride
- Spanish reading and language arts

Interns: Field Counseling Component- The three Field Service Counselors/ Teacher Trainers provided the Bilingual Teacher Interns with essential on-the-job training working in cooperation with the Community School Districts as supervisory and resource persons. Trainers assisted the interns in conducting instructional activities for maximum services. Trainers provided the following activities under this component:

- Assisted in classroom procedures and management
- Assisted in diagnosing language dominance and other academic skills
- Assisted in administering pretests and posttests in reading and mathematics for evaluation

- Assisted in all instructional activities by providing demonstration lessons, observations and counseling
- Assisted in the development and creation of materials for curriculum resources.

Trainers completed weekly projection charts and made periodic school visits to each Bilingual Teacher Intern under their supervision. Each Teacher Trainer was assigned 26 or 27 Bilingual Teacher Interns. In addition Teacher Trainers completed weekly Progress Reports detailing the progress and problems of each Intern visited. Also detailed were individual conferences with Interns, School Administration (Principal, Bilingual Coordinators), parent and community groups. The instructional program presented by each intern was highlighted to include the strengths and weaknesses, needs and growths of the pupils. The progress report developed for each intern served to provide feed-back at the program's weekly staff meetings.

In Service Workshop Component: The program's Pre-Service Teacher Training Workshop for the Bilingual Teacher Interns started in March, 1975 prior to actual program funding. Within the workshops, the Bilingual Teacher Interns participated in preparation activities and administrative tasks to ready them for the classroom. The program successfully conducted an intensive 3 day Pre-Service Planning Session Workshop in September, 1975. The Appendix details the activities.

In-service workshops were conducted by the Project Director and Coordinator assisted by the three Field Counselors/Teacher Trainers throughout the duration of the school year. Each week, for two hours, interns attended these workshops. Training consisted of activities designed to provide the following skills:

- Methodologies and strategies in planning for effective Bilingual/Bicultural learning situations.

. Classroom operation and management.

. Understanding language acquistion.

. Assessing and diagnosing language.

. Diagnosing skills and grouping of pupils.

. Lesson planning, modular and unit planning.

. Second language learning and assessement.

. Exploring curriculum and instructional activities in all curriculum areas available through existing commercially published material in Spanish.

. The making and use of creative and innovative teacher-made materials.

. The reading process: methods, techniques and skills.

. Use of the paraprofessional in the classroom.

. Coordination of parent-community workshops.

. Sessions at the Regional Cross-Cultural Training and Resource Center.

As part of the training workshops, the project employed guest speakers and participated in experimental workshops, such as the N.Y.U., School of Education, Science Department Program - "Project City Science."

Much of the Spring semester's workshop was structured around a series of modules integrating the use of audio-visual hardware and creative teacher made materials with various curricular areas. Modules were assigned each trainer in accordance with their subject expertise. Three separate groups of interns were exposed to each module on a rotating basis throughout the duration of the Spring semester. Some of the instructional modules were:

. Language Arts and Social Studies in the bilingual classroom.

. Mathematics in the bilingual classroom.

. Science in the bilingual classroom.

. Puerto Rican and Hispanic History and Culture in the classroom.

- Creativity, visual and dramatic arts in the classroom.
- Introduction to audio-visual materials: utilization and operation of hardware and software. The making of simple software.
- Reinforcement of Language acquisition in Spanish and English.

In addition to the regular planned training sessions in Bilingual/Bicultural materials and learning activities, the program provided selected guest speakers and workshops in sensitivity training, learning disabilities, rhythm and movement for young children and Dominican Culture.

Graduate School Training Component - All 80 teacher interns were matriculated in a Masters degree Program in Bilingual Education at the City University of New York (CUNY). During the Fall semester, 1975, each intern earned six graduate credits. The courses completed were:

- Teaching Practicum in Bilingual Education
- Teaching Reading in Spanish to Bilingual/Bicultural Children.

The Practicum provided mini - workshops in teaching reading, mathematics, social studies and science to bilingual/bicultural students. It also exposed the interns to a variety of bilingual curriculum materials and the criteria and techniques to appropriately evaluate them. A noteworthy feature of the practicum was the provision for integration with the CUNY Workshop in Open Education. Each intern participated in two or three of these open education workshops. Articulation with the Bilingual Program and the interns' classroom experience was provided through field supervision conducted by the project's three teacher trainers.

The course in teaching reading in Spanish stressed the reading process and skills development necessary to teach reading at any age level. Methods were provided to teach these skills in Spanish reading to both Spanish dominant and English dominant children.

All graduate school instructors coordinated and worked closely with the project staff. Teacher trainers observed numerous graduate school classes; graduate school instructors participated in the program's weekly in-service workshop.

During the Spring, 1976, each intern earned an additional three graduate credits by completing one of the following courses at CUNY.

- Teaching English as a Second Language.
- The Vernacular Language of Puerto Rico.

C - Program Objectives

Under the broad goal of providing bilingual instruction services to Hispanic pupils of limited English speaking ability, the program had the following enabling and terminal objectives:

1. Pupils - To provide instructional activities to enable pupils to achieve significant improvement in each of the following areas:
   - oral - aural fluency in Spanish and English.
   - reading comprehension in Spanish.
   - knowledge and appreciation of Hispanic history and culture.
   - knowledge and appreciation of the second culture and its diversity.
   - Self-esteem through positive cultural identity and self-pride.

2. Bilingual Teacher Interns - To enhance achievement of pupil objectives, the program had the complementary objective: To train 80 new Spanish speaking college graduates in the techniques of bilingual education to become regularly licensed and appointed Bilingual Common Branch teachers after one academic school year.

3. Parents - To enhance achievement of pupil objectives, the program had the complementary objective: To recruit and train the parents of the

Hispanic pupils targeted to enable them to:

- cooperate with the school in providing reinforcement of desired pupil behaviors.
- understand the purpose of Bilingual/Bicultural Education.
- understand the implementation of the ASPIRA Consent Decree.
- improve their communication skills in English language.

CHAPTER II

EVALUATION PROCEDURES

Evaluation Objective #1:

It is expected that the mean posttest score achieved by the treatment group will surpass their pretest score at the .05 level of statistical significance when results of the Cooperative Inter-American Series Reading Comprehension Test are submitted to analysis.

1.1 Subjects: The treatment group will consist of all Title VII pupils receiving bilingual reading instruction.

1.2 Methods and Procedures: The Vocabulary and Reading Comprehension (Pruebas de Lectura) Tests of Inter-American Series will be administered to all subjects on a pre-post basis. The Project Director will assemble the results of each test administration in the format specified by the evaluator to expedite a proper analysis of the data

1.3 Data Analysis: Results will be analyzed with the "Pretest/ Posttest (without controls)" design. The difference between raw score means will be tested for statistical significance at the .05 level with a correlated *t* test.

1.4 Time Schedule: Pretest administration - November, 1975
Posttest administration - May, 1976

Evaluation Objective #2:

It is expected that the mean post-test reading score achieved by the treatment group will surpass their pretest score at the .05 level of statistical significance when results of the Cooperative Inter-American Series in Mathematics are submitted to analysis with a *t* test for correlated groups.

2.1 Subjects: The treatment group will consist of all Title VII pupils receiving bilingual instruction in mathematics.

2.2 Methods and Procedures: All subjects will be administered the appropriate level of the Test of General Ability, Numerical fluency subtest or the Test of Reading and Number (Inter-American Series) in their dominant language on a pre-posttest basis. The Project Director will assemble the results of each test administration in the format specified by the evaluator to expedite a proper analysis of the data.

2.3 Data Analysis: Results will be analyzed with the "Pretest-Posttest (without controls)" design. The difference between raw score means will be tested for statistical significance at the .05 level with a correlated t test.

2.4 Time Schedule: Pretest administration - October, 1975
Posttest administration - May, 1976

Evaluation Objective #3:

It is expected that at least two thirds of the bilingual interns will provide favorable effectiveness ratings on more than 60 percent of rating scale indices concerning quality of training.

3.1 Subjects: All Bilingual Teacher Interns receiving all three components of the training program.

3.2 Methods and Procedures: A multi-item rating scale consisting of objective and open-ended items tailored specifically to program training objectives will be developed by the evaluator in consultation with the project director. This instrument will be administered to all interns in June, 1976-1977.

3.3 Data Analysis: Results of interns' ratings of training effectiveness will be analyzed and presented in both tabular and narrative form. The percentage of interns who provide favorable effectiveness ratings will be determined for each index of training provided and presented

summarily in the final report.

Evaluation Objective #4:

It is expected that non program supervisory ratings of interns who complete two thirds of the training program will be favorable on more than sixty percent of indices tailored specifically to program training objectives.

4.1 Subjects: All non program supervisory personnel in schools where bilingual interns have been placed.

4.2 Methods and Procedures: A multi-item rating scale which consists of objective and open ended items tailored specifically to the program processes affecting school operations will be devised by the evaluator for administration in June 1976 to non program supervisory personnel in each school in which bilingual interns have been placed.

4.3 Data Analysis: Results of supervisor ratings will be analyzed and presented in both tabular and narrative form. The percentage of favorable effectiveness ratings will be determined for each index of behavior and presented summarily in the final report.

Evaluation Objective #5: Process Objective

The evaluator will observe program activity, conduct interviews and examine pertinent records to determine the extent of congruence between original program proposal specifications and actual implementation; these data will be included summarily in the final report.

The evaluator will observe activity and interview key personnel to determine strengths and weaknesses of the program in order to provide recommendations for recycling, planning and staff development; these data will be provided summarily in the final report.

CHAPTER III

FINDINGS

Evaluation Objective #1

It was expected that limited English speaking pupils receiving bilingual instruction in reading would achieve statistically significant growth in reading comprehension as measured by a pre-posttest administration of the Inter-American Series Reading Tests, The targeted pupils were pretested in the period October - December, 1975 with various levels of the Spanish or English versions of the Inter American Reading Series. All pupils were given the test in their dominant language. Posttests were administered in May 1976. Thus, the gains reported in Table 1 are ascribable to a treatment interval of five to six months. Data was analyzed separately by grade, test level and language with correlated t tests.

As can be seen in the tabled results, the overwhelming preponderance of analyses were statistically significant. Indeed, most of the very small number of instances of non-significant gain can be attributed to small sample sizes. Significant growth in reading achievement was achieved on every grade level both for Spanish and English dominant youngsters. Since the test levels are not well articulated however, having no common metric, it is impossible to make any comparisons as to the relative degree of success among various grades. Thus, in terms of the expectations specified, this objective was achieved.

TABLE 1 READING

Summary Statistics of Raw Score Means, Standard Deviations, and Correlated t Tests for CIA - Reading Tests, Grades K-8

		SPANISH							ENGLISH						
			Pretest		Posttest					Pretest		Posttest			
Grade	Name of Tests	N	$\bar{X}$	SD_x	$\bar{Y}$	SD_y	t	α	N	$\bar{X}$	SD_x	$\bar{Y}$	SD_y	t	α
K	HG_1/GA_1	58	28.6	11.7	41.8	13.5	8.95	.01	8	26.8	12.6	36.5	12.9	2.65	.05
1	HG_1/GA_1	194	33.6	12.5	43.9	12.8	15.78	.01	17	25.4	14.6	36.5	19.8	3.19	.01
1	L_1/GA_2	2	50.5	4.9	59.0	8.5	3.4	N.S.	4	25.3	5.9	32.5	17.7	1.17	N.S
2	HG_1/GA_1	87	32.8	13.6	45.6	11.8	4.09	.01	22	28.9	12.8	45.6	12.9	5.42	.01
2	HG_2/GA_2	38	27.5	8.8	50.6	9.7	15.72	.01	4	29.5	13.0	40.5	3.1	1.38	N.S
2	LN_3/RN_3	7	18.0	5.8	28.0	6.2	8.82	.01	3	34.0	7.8	44.3	4.7	5.57	.05
2	L_1/R_1	43	43.0	19.4	63.5	14.1	25.01	.01	12	49.5	17.1	77.3	11.6	6.14	.01
2	L_2/R_2	13	35.9	9.7	56.1	11.4	6.85	.01	10	50.9	21.3	77.1	22.9	11.95	.01
3	L_1/R_1	6	49.2	18.9	64.7	13.1	3.84	.01	14	59.0	16.0	69.4	8.2	3.56	.01
3	$L_2/$	2	64.5	19.1	77.0	14.1	2.56	N.S.							
3	$LN_3/$	5	19.0	14.4	31.0	11.6	2.63	.05							
4	$HG_1/$	5	34.8	19.4	45.6	13.1	3.09	.05							
4	HG_2/GA_2	10	34.2	11.3	46.5	15.9	2.51	.05	4	38.5	7.5	46.5	8.5	2.56	N.S
4	$LN_3/$	9	16.1	9.2	21.0	10.1	2.48	.05							
4	L_1/R_1	18	51.2	22.4	57.4	13.4	1.30	N.S.	10	46.3	25.5	64.8	9.3	3.70	.01
4	$/R_2$								5	63.6	16.6	76.8	5.9	2.1	.05
5	$HG_1/$	3	36.0	12.1	43.0	10.8	1.51	.05							
5	HG_2/GA_2	6	44.0	9.1	61.8	5.1	4.32	.01	3	31.0	12.0	46.0	13.9	4.31	.05
5	LN_3/RN_3	25	30.2	8.3	42.2	4.4	9.44	.01	27	32.2	8.5	39.4	7.1	5.15	.01
5	L_1/R_1	6	46.2	21.1	59.0	15.4	4.91	.01	13	64.1	14.2	73.3	8.9	4.59	.01
5	L_2/R_2	11	64.8	27.0	70.6	23.5	.60	N.S.	11	45.5	26.7	64.7	21.5	9.86	.01

TABLE 1 READING (Cont'd)

		SPANISH							ENGLISH						
			Pretest		Posttest					Pretest		Posttest			
Grade	Name of Tests	N	$\bar{X}$	SD_x	$\bar{Y}$	SD_y	t	α	N	$\bar{X}$	SD_x	$\bar{Y}$	SD_y	t	α
6	HG_2/	5	46.4	6.84	63.6	5.0	4.69	.01							
6	LN_3/RN_3	62	36.1	16.4	48.3	18.4	9.27	.01	22	33.1	10.4	40.3	10.6	6.36	.01
6	L_1/R_1	9	54.7	22.2	68.9	17.3	2.65	.05	4	67.0	18.8	75.8	4.9	1.22	.05
6	L_2/R_2	12	56.8	25.7	89.5	12.9	4.11	.01	15	62.3	16.7	77.7	18.2	5.35	.01
6	L_3/	2	38.5	7.8	47.5	.7	1.5	N.S.							
7	HG_2/	18	20.4	5.4	45.0	9.9	5.53	.01							
7	/GA_3								5	22.6	4.9	44.4	6.7	5.70	.01
7	LN_3/RN_3	21	24.4	5.4	44.3	6.9	9.97	.01	60	24.8	8.1	45.1	9.3	15.98	.01
7	L_1/R_1	9	72.8	11.3	78.2	3.5	2.03	.05	9	53.3	32.2	68.9	19.4	2.03	.05
7	L_2/R_2	16	82.2	19.9	100.6	5.4	3.69	.01	24	62.4	24.8	86.5	12.9	6.16	.01
7	L_3/R_3	18	50.7	24.2	61.6	22.5	1.30	N.S.	29	33.6	14.6	56.8	22.6	6.19	.01
8	HG_2/	22	19.6	3.9	42.1	3.7	19.37	.01							
8	HG_3/GA_3	6	67.2	24.3	84.2	6.7	1.87	N.S.	17	60.5	18.9	79.7	10.2	6.18	.01
8	LN_3/RN_3	39	32.6	17.1	47.9	9.3	7.58	.01	9	20.1	3.4	46.9	3.8	11.88	.01
8	L_1/R_1	3	68.0	3.0	58.3	36.7	.45	N.S.	10	70.6	7.7	76.9	3.2	3.81	.01
8	/R_2								7	71.1	26.7	88.1	24.3	4.80	.01
8	L_3/R_3	30	29.9	16.2	50.6	26.5	6.95	.01	6	34.5	12.4	63.0	18.6	5.60	.01

Evaluation Objective #2:

According to this objective, it was expected that limited English-speaking pupils would achieve statistically significant improvement in mathematics achievement as measured by a pre-post test administration of the Inter-American Series in mathematics. Targeted pupils were pretested in the period October - December, 1975 with various levels of the Inter-American Tests of General Ability and Reading and Number. All pupils were given the test in their dominant language. Posttests were administered in May 1976. Thus, gains reported in Table 2 are attributable to a five to six month treatment interval. Data was analyzed for statistical significance by dominant language, grade level and test level with a correlated t test. Analysis of the tabled results shows that this objective was achieved. On every grade level, irrespective of language, statistically significant gains were attained. Indeed, the few instances of non-significant growth can be attributed to the very small sample sizes. Since the tests contain no common metric between various levels, however, comparisons of relative success among various grades are not possible.

Evaluation Objective #3:

Under this objective, it was expected that at least two-thirds of the bilingual teacher interns would provide favorable effectiveness ratings[1] on more than sixty (60) percent of indices related to training activities. The evaluator developed a questionnaire for teacher interns which provided a three-point rating scale on which fifteen (15) separate training activities related to program

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[1] For purposes of setting expectations for this objective, ratings of C and B were judged to be favorable. Thus, a training activity had to enable the intern to achieve moderate success when he applied this activity in the classroom situation.

TABLE 2 MATHEMATICS

Summary Statistics of Raw Score Means, Standard Deviations, and Correlated t Tests for CIA - Mathematics Tests, Grades K-8

		SPANISH							ENGLISH						
			Pretest		Posttest					Pretest		Posttest			
Grade	Name of Tests	N	$\bar{X}$	SD_x	$\bar{Y}$	SD_y	t		N	$\bar{X}$	SD_x	$\bar{Y}$	SD_y	t	
K	HG_1/	62	5.2	2.5	9.4	2.5	14.0	.01							
1	HG_1/GA_1	193	6.8	3.6	11.5	2.9	20.26	.01	21	6.9	3.7	11.0	3.5	6.00	.01
1	HG_2/GA_2	2	21.0	5.7	22.5	2.1	0.60	N.S.	3	5.0	1.7	16.3	3.2	6.43	.05
2	HG_1/GA_1	100	7.3	4.3	12.9	2.1	14.51	.01	21	5.7	4.4	11.8	2.7	6.21	.01
2	HG_2/GA_2	83	12.1	10.0	19.5	6.7	7.40	.01	23	15.8	6.2	22.7	5.5	8.20	.01
2	LN_3/RN_3	7	18.0	7.1	23.1	7.6	1.73	N.S.	2	24.5	13.4	36.0	14.1	23.00	.05
3	HG_2/GA_2	6	16.8	2.5	26.2	6.5	3.86	.01	14	13.1	3.3	18.4	3.7	7.65	.01
4	HG_1/GA_1	13	11.7	3.5	13.2	3.1	1.15	N.S.	5	10.2	4.5	12.0	2.9	1.76	N.S
4	HG_2/GA_2	21	16.0	5.6	24.0	7.1	5.53	.01	3	18.7	5.1	20.0	6.7	0.42	N.S
4	LN_3/	14	18.4	10.9	29.9	8.5	4.98	.01							
5	HG_2/GA_2	16	20.0	4.3	24.4	3.9	3.33	.01	19	19.5	5.0	24.8	5.7	3.72	.01
5	LN_3/RN_3	25	24.4	11.7	33.9	8.8	7.42	.01	30	27.4	10.3	31.3	8.1	2.56	.01
6	HG_1/GA_1	8	8.1	3.3	14.6	1.1	4.72	.01	2	5.0	7.1	14.5	0.7	2.11	N.S
6	HG_2/GA_2	50	17.6	5.3	27.1	10.4	6.72	.01	8	18.0	3.2	27.4	6.0	4.32	.01
6	HG_3/	8	24.6	9.0	35.9	7.0	2.93	.05							
6	LN_3/RN_3	94	26.0	10.5	36.9	9.0	11.83	.01	25	32.8	9.7	38.4	7.5	4.56	.01
7	HG_2/GA_2	59	19.8	6.6	28.1	3.6	8.65	.01	19	12.2	3.2	28.8	1.4	22.52	.01
7	HG_3/GA_3	26	26.0	7.5	37.3	7.4	6.51	.01	39	28.0	8.6	37.1	7.8	6.50	.01
7	LN_3/RN_3	67	32.1	9.8	41.4	6.8	8.06	.01	53	22.8	8.7	38.5	7.6	13.91	.01
8	HG_2/GA_2	23	21.1	7.3	29.1	1.1	5.18	.01	15	14.7	2.8	28.5	2.7	17.38	.01
8	HG_3/GA_3	43	21.3	11.1	31.7	9.4	7.73	.01	24	21.1	7.8	38.4	7.5	7.50	.01
8	LN_3/RN_3	52	31.9	10.6	38.4	7.5	4.65	.01	8	40.9	7.0	43.5	6.4	3.60	.01

objectives could be rated on factors of relevance and effectiveness. This questionnaire was mailed to the homes of eighty (80) interns during the last week of the school year in June 1976. Twenty-three questionnaires were returned to the evaluator in time to be analyzed for this report.

Analysis of the responses indicated one hundred (100) percent of the teacher interns provided favorable effectiveness ratings on over sixty (60) percent of the training activities provided. Thus, this objective was achieved.

Further analysis showed forty-eight (48) percent of the interns provided very effective ratings to at least sixty (60) percent of the training activities. To provide this rating an intern must feel that the training enabled her to perform this activity very well in the classroom situation. In the evaluator's judgment, this is a most significant indicator of the quality of training provided by the Program.

Almost half the trainee respondents considered themselves able to be highly effective in the great majority of teaching activities performed during their first year in schools suffering radical curtailments of supplies and supportive services due to the fiscal crisis in this city.

Table 3 provides a distribution of intern ratings for each training activity on factors of relevance and effectiveness. Analysis shows that in almost all instances, interns perceived the effectiveness and relevance of training activities in a highly correlated fashion. Inasmuch as these factors are theoretically mutually exclusive, this response pattern suggests little significance should be placed in comparing distributions of ratings on these factors. Apparently, interns perceived these dimensions as virtually identical factors.

Analysis of the distribution of ratings on effectiveness reveals the

TABLE 3: TEACHER/INTERN QUESTIONNAIRE

DISTRIBUTION OF THE PERCENTAGES OF RATINGS OF TRAINING ACTIVITIES ON FACTORS OF RELEVANCE AND EFFECTIVENESS (N = 23)

TRAINING ACTIVITY	RELEVANCE[1]			EFFECTIVENESS[2]		
	1	2	3	A	B	C
1. Classroom management	4.3	26.1	69.6	8.7	30.4	60.9
2. Use of the paraprofessional	5.9	64.7	29.4	11.8	64.7	23.5
3. Open classroom techniques	5.0	55.0	40.0	15.0	55.0	30.0
4. Individualized instruction	0.0	34.8	65.2	0.0	52.2	47.8
5. Small group instruction	0.0	34.8	65.2	4.3	39.1	56.5
6. Diagnosing language handicaps	4.8	38.1	57.1	14.3	42.9	42.9
7. Enhancing language acquisition (Spanish)	0.0	26.1	73.9	4.3	30.4	65.2
8. Enhancing language acquisition (English)	0.0	26.1	73.9	0.0	34.8	65.2
9. Techniques in developing lesson plans	8.7	39.1	52.2	4.3	52.2	43.5
10. Techniques in developing concrete learning materials	8.7	21.7	69.6	0.0	21.7	78.3
11. Operation of audio-visual equipment	0.0	45.5	54.5	0.0	45.5	54.5
12. Strategies for teaching mathematics	0.0	50.0	50.0	5.0	55.0	40.0
13. Strategies for teaching Reading and Creative Writing	0.0	34.8	65.2	0.0	39.1	60.9
14. Strategies for teaching Science	0.0	42.9	57.1	0.0	42.9	57.1
15. Strategies for teaching Caribbean Culture	0.0	39.1	60.9	0.0	39.1	60.9

[1] Relevance

3. Extremely relevant to teaching performance

2. Moderately important to teaching performance

1. Not practical - little or no relevance to my teaching situation

[2] Effectiveness

C. Very effective - enabled me to perform activity well

B. Moderately effective - enabled me to provide partially successful activity

A. Little or no effect - did not provide sufficient knowledge to employ this activity successfully.

training activities judged to be most effectively implemented. Since every training activity was judged favorably in effectiveness by over eighty-five (85) percent of respondents indicating that interns could at least achieve moderate success in implementing the activity in their classroom, attention should be focused on the percentages of "C" ratings provided to obtain any degree of discrimination of performance among the various training activities.

Training in developing concrete learning materials was completely successful for seventy-eight (78) percent of the interns. Sixty-five (65) percent of interns achieved complete success in providing activities to enhance language acquisition in Spanish and in English. Sixty-one (61) percent of interns were enabled to very effectively implement procedures in classroom management and strategies for teaching reading, creative writing and Caribbean culture. Fifty-seven (57) percent were very effective in providing small group instructional activities. Fifty-five (55) percent perceived themselves as capable of providing audio-visual instruction in a very competent manner.

Activities that fewest interns were able to provide in a very effective manner were use of the paraprofessional (24 Percent) and open classroom techniques (30 percent). In as much as many classrooms were not provided paraprofessional services due to budget constraints on the tax levy program and cutbacks in the Title I funding, many respondents did not have sufficient opportunity to test their training skills in this activity. Similarly, the existence of stationary, bolted-down desks in many of the inner city classrooms to which interns were assigned did not permit the implementation of open classroom techniques for many interns.

Evaluation Objective #4:

Under this objective, it was expected that at least two-thirds of

non-program supervisors of the Bilingual Teacher Interns would provide favorable ratings on more than sixty (60) percent of indices tailored specifically to program training activities.[2] The evaluator developed a questionnaire to enable the supervisors to rate interns under their supervision on eight pedagogical performance activities considered essential to effective teaching by the training program. The rating scale provided a five (5) point range of response. Supervisors were requested to provide each rating relative to the performance standard considered typical of first year bilingual teachers. The scale provided an option for "no basis of comparison" if the supervisor had not previously supervised bilingual teachers. A copy of the questionnaire is provided in the Appendix. The questionnaire was mailed to each of the fifty-four (54) target schools during the last week of June 1976. Twenty-eight questionnaires were returned. This response rate of fifty-two (52) percent, in the evaluator's judgment, is relatively high and considered representative. Three of the respondents indicated an inability to provide ratings since they had never before supervised a bilingual teacher.

Analysis of the distribution of ratings provided by respondent supervisors indicates that this objective was achieved. Sixty-eight (68) percent of respondents provided favorable ratings on more than sixty (60) percent of the performance activities considered essential to successful teaching.

In addition, eighty-four (84) percent of respondents felt that interns were

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[2] For purposes of evaluating this objective, the criterion of a favorable rating was defined as a 4 or 5. Thus, for a rating to be judged favorable, the intern had to demonstrate at least "above average" performance on the teaching activity

TABLE 4: NON PROGRAM SUPERVISORS QUESTIONNAIRE

DISTRIBUTION OF RATINGS OF INTERN PERFORMANCE, BY PERCENTAGES, ON INDICES RELATED TO TRAINING OBJECTIVES (N = 28)

Performance Activity	RATING 1 No basis of Comparison	2 Below Average	3 Average	4 Above Average	5 Superior
1. The ability to transmit sensitivity and awareness of emotional and learning needs of children.	7.4	0.0	18.5	48.2	25.9
2. The capacity to provide a variety of learning activities including different modes of instruction favorable to maintenance of good pupil motivation and morale.	7.4	3.7	22.2	37.1	29.6
3. The ability to use a variety of bilingual teaching methods appropriate to the nature of the subject matter and desired behavioral goals.	7.4	0.0	29.6	37.1	25.9
4. The capacity to plan effective lessons that in their cumulative impact produce desired behavioral outcomes	11.2	7.4	25.9	29.6	25.9
5. The ability to develop bilingual teacher made materials to concretize concepts embodied in lesson aims.	7.4	0.0	33.3	26.0	33.3
6. The ability to cooperate and articulate with other pedagogical staff including teachers and supervisors	7.4	3.7	18.5	37.1	33.3
7. The capacity to perform administrative tasks assigned in an efficient manner.	7.7	7.7	26.9	34.6	23.1
8. The capacity to relate to parents and effectively elicit cooperative effort in providing reinforcement of desired pupil behaviors.	11.5	0.0	3.8	23.1	61.5
Averaged totals	8.4	2.8	22.4	34.2	32.2

above average or superior in performing at least half the performance activities. These non program ratings of the performance of the Bilingual Teacher Interns assigned to their schools provide substantial testimony to the quality and effectiveness of the three-phase training program.

Table 4 provides a distribution of the ratings of the interns in percentages for each performance activity. It can be seen that on the average, eighty-nine (89) percent of the supervisors perceived the interns performance across all performance indicators as at least on a par with the standards expected of first year bilingual teachers. Sixty-six (66) percent rated their performance across all activities as above average or superior. Thirty-two (32) percent rated their total performance as superior. Only three (3) percent of interns were given a combined rating across all activities as below average.

Further analysis permits a comparison of the quality of intern performance among the various performance activities. Pooling the ratings of above average and superior, the following percentages of interns were judged as providing a level of performance above the standard rated typical for first year bilingual teachers:

- 85 percent exceeded the average on the quality of their interaction with parents of targeted pupils
- 74 percent exceeded the average in the ability to transmit sensitivity and awareness of the emotional and learning needs of their pupils
- 70 percent exceeded the average in cooperation and articulation with other pedagogical staff - teacher and supervisors
- 67 percent exceeded the average in their capacity to provide a variety of learning activities and modes of instruction to pupils
- 63 percent exceeded the average in their ability to use a variety of bilingual teaching methods appropriate to the subject matter and desired pupil behaviors

- 59 percent exceeded the average in their demonstrated ability to develop bilingual material to concretize concepts embodied in lesson aims

- 58 percent exceeded the average in their capacity to perform administrative assignments in an efficient manner

- 55 percent exceeded the average in their demonstrated capacity to plan effective lessons

Evaluation Objective #5

According to this objective, the evaluator was required to observe progam activity, conduct interviews and examine pertinent records to determine the extent of congruence between original proposal specifications and actual implementation It also required the evaluator to interview key personnel to determine program strengths and weaknesses to obtain recommendations for recycling.

Based upon numerous visits to various sites of program activity, observations and interviews with program and non program personnel, there were no substantial discrepancies between the proposed program and its implementation. The following observations can be made:

1. Target Population: The program provided services for 2499 pupils rather than the originally anticipated 3000. This was a necessary concomitant of a variety of correlated factors foremost being increased tuition at C.U.N.Y that reduced the number of interns that could be accepted from 100 to 80 and altered class sizes which had increased due to the New York City fiscal crisis and subsequent budget cuts. The population was substantially as targeted. Each intern had a class register consisting of pupils to whom he/she administered program developed instruments to assess level of dominant language. Through the assistance of workshop training and the teacher trainers in the field, each intern evaluated the results of the language assess-

ment. On the basis of these findings, the appropriate levels of the C.I.A. series were administered as a pretest in November 1975.

2. Testing: The only deviation from the proposal observed was the late administration of the pretest. This was caused by the protracted fiscal crisis and contract negotiations that resulted in a teacher strike. Excessing of teachers, continuous re-organizing of classes, and other associated factors did not permit the program to implement the pretest design as originally scheduled. When classes stabilized toward the end of October, the program was able to complete its preliminary assessment of pupils' level of dominant language in order to validly administer the correct levels of Habilidad General and Prueba de Lectura (C.I.A. Series). The evaluator feels that the program performed extraordinarily well under adverse circumstances in securing valid pretest data on the target population by November 1975, particularly in light of the fact that the administration had to be accomplished in eleven separate school districts by 80 interns.

3. Sites: The number of school sites in which interns have been placed differed slightly from the original plan although no precise figures could be drawn in advance. The proposal anticipated placement in 5-8 districts rather than 11. With only 3 teacher trainers, optimum conditions would have consisted of a tighter configuration of sites with more interns placed in fewer districts in schools with greater geographic proximity. This was not possible. Reduced budgets of districts that had contracted agreements with the Project Director did not permit the absorption of the number of interns originally desired. Commitments to expanding bilingual education in these districts had to be limited

in the face of massive teacher excessing. However, other districts, because of the need to implement the mandate of the ASPIRA Consent Decree, contracted with the program for placement of the remaining interns.

4. Training and Workshops: An essential part of the Bilingual Intern Program was the integrated three-phase training program provided. All interns attended the Graduate School of Education at City University of New York (C.U.N.Y.). Each intern completed nine credits in bilingual education leading to a masters degree. Interns attended C.U.N.Y. one day per week either on Tuesday or Wednesday. On Thursdays, interns attended in-service workshops run by the Project Director and her staff. These workshop training sessions were integrated with the C.U.N.Y. graduate program and with problems that arose within the context of classroom assignments in the school setting. Training staff, having observed on a first hand basis the performance of each intern in the classroom setting as well as the content and quality of interaction in the graduate school program, were able to integrate theory and practice into the in-service training workshops to meet the most keenly felt needs of the interns. The program developed a sophisticated mechanism to expose all interns to each phase of training on a rotating as well as elective basis. Each teacher trainer was responsible for a module of instruction based upon individual expertise and preference in subject matter. These modules operated concurrently enabling interns to participate in all three on a rotating basis as the modules re-cycled. Instruction proceeded from the theoretical to the concrete articulating the understandings and problems gleaned from classroom settings on the job as well as in graduate school. Strong emphasis was placed on developing concrete teaching-learning devices from

everyday materials. The evaluator observed the creation of a variety of games useful in motivating children to practice the concepts learned in class. The devices were frequently adaptable to differing content and levels of instruction. In addition, interns developed a variety of concrete devices designed to demonstrate science and mathematics concepts in the classroom. These projects provided a vehicle for developing a series of lessons by each intern and proved useful in stimulating a host of ideas by the children. As the program unfolded, each intern created a number of concrete products that served to enhance the quality of teaching as well as the classroom learning environment.

The project arranged to maximize its effectiveness by coordinating its graduate school and workshop opportunities with a number of separately funded projects throughout the city. Among the opportunities provided for articulation with other projects on an elective basis were:

- three workshops in curriculum selection and utilization sponsored by the Regional Cross Cultural Training and Resource Center
- Three sessions of Lillian Weber's Open Education Workshop at C.U.N.Y.
- an ongoing project with the New York University City Science Program

This latter program attracted 20 bilingual interns who submitted a number of projects for exhibit. The success of these levels of training was observed in field observations of the interns and teacher trainers where projects stimulated in workshops were implemented in the classroom with

children participating. The arrival of the teacher trainer was often heralded by the children as they welcomed the opportunity to show off the progress they had made. The program's training mechanisms were well articulated, providing a continuous feed-back loop for adjustment and new input.

5. Staff: The program consisted of the same staff as outlined in the project proposal. Each staff member was observed performing jobs in accordance with the program proposal. However, there was a need for an additional teacher trainer. The 27:1 ratio of interns to trainers frequently resulted in extensive delays between field visits. The interval between classroom visits was often too long to provide the necessary impact and reinforcement of training suggestions for improvement. This was particularly true for less gifted interns who were frequently functioning in schools with little supportive service.

CHAPTER IV

SUMMARY OF MAJOR FINDING AND CONCLUSIONS

On the basis of the findings of this report, it is concluded that all four major evaluation objectives were achieved. As expected under evaluation objectives 1 and 2, targeted pupils in classrooms of participating schools where Bilingual Teacher Interns were placed achieved statistically significant gains in reading and mathematics. These gains were achieved regardless of the language of the Inter American Series tests used and registered over a six month pretest-posttest interval.

The growth demonstrated probably underestimates the impact of the treatment through no fault of the program. Had the fiscal crisis, budget cuts, teacher strike and consequent disorder not delayed the implementation of the testing plan, the gains achieved would have likely been even greater.

Expectations for objective 3 and 4 were also attained. Under evaluation objective 3, two thirds of the interns were expected to achieve at least moderate success in implementing at least sixty percent of program training activities. One hundred percent of interns responded favorably on this criterion. In addition almost half the interns rated themselves as highly effective in the majority of teaching activities performed.

For evaluation objective 4, the expectation at at least two thirds of non program supervisors would rate interns under their supervision as more effective than typical beginning bilingual teachers on at least sixty percent of the performance indices related to program training objectives was achieved. Sixty eight percent of nonprogram supervisors' ratings met this criterion. In addition, 84 percent of supervisors thought that intern performance was above average or superior on a majority of performance indices.

On the basis of observations and interviews, the evaluator concludes

that the program was implemented substantially as proposed. No major deviations were observed in number of targeted pupils, deployment of staff, operation in participating sites, testing or training procedures were observed. Variation in placement of interns and testing schedules resulted from factors beyond the control of the Project Director. These deviations occurred in response to the N.Y.C. fiscal crisis and budget cuts that caused widespread disruption in the programs of participating schools.

On the basis of these finding, it is concluded that the program was extremely effective. The achievements met the objectives of both the program proposal and the evaluation design. In particular the following observations and conclusions are drawn:

- Project staff assignments and responsibilities were clearly delineated and implemented.
- Screening and evaluation of pupils was conducted by project staff.
- There was a wide range of learning activities and teaching strategies to achieve cognitive and affective objectives.
- In-service training was comprehensive and thorough. Non program personnel at project targeted schools were favorably impressed.
- Parental involvement was implemented successfully. Parents workshops were provided in several cooperating districts by the Project Director and teacher trainers. In addition, Parent Advisory Committees were formed in several districts. The formulation of a Intern Advisory Council provided a successful mechanism for responding to parent participation needs throughout the eleven cooperating districts.
- Field training and curriculum development were well integrated via in-service training workshops at the bilingual resource center

and the graduate school component. Staff was able to increase their teaching strategies and develop innovative approaches.

. Cultural heritage activities, wherein Spanish dominant and English dominant pupils received combined instruction resulted in a growing mutual respect and interest in each other's cultural backgrounds. The enrichment provided opportunities for the project to interact favorably with regular personnel and provided a mechanism for increased parental involvement. Enhanced community relations were created through this component of instruction.

CHAPTER V

RECOMMENDATIONS

On the basis of the findings, it is recommended that this program be continued. The following recommendations are based on numerous observations, interviews and site visits conducted by the evaluator throughout the program:

1. The program should be expanded to provide a second year of exposure, on a reduced basis, to this year's group of interns. Without benefit of the program's organizational skills for providing opportunities for participation in workshop activities conducted by various professional organizations and ouside agencies devoted to cross-cultural and bilingual education the growth exhibited by these new teachers might be sharply curtailed. This second year of reduced training should be principally provided through a series of mini-workshops with considerable opportunity for "hands-on" experience to enhance articulation between graduate school training and the classroom experience. The incoming group of bilingual interns should receive the same full services that the program provided this year.

2. The program should be funded for additional staff to enhance the services provided to first year interns. Another teacher trainer and clerk/typist should be provided. The caseload ration of 27:1 maintained by the three teacher trainers/field counselors was too large. Maintenance of the quality of service necessary to meet program objectives was accomplished by a zealous staff that worked many days of unpaid overtime. A teacher to trainer ratio no greater than 20:1 should be maintained. In addition program workload requires another clerk/typist to provide full service within the normal working day.

3. The program should arrange to place interns in schools within a greater geographical proximity to one another. The participating schools, in eleven community school districts are too far apart to properly service without excessive strain on the staff. Travel time to various far-flung locations detracts from the usable time training staff is able to provide interns, parents and regular bilingual staff requesting service. The consequent effort required to meet increased demand dissipates the quality of service that the program is capable of providing.

4. The modular approach developed for the second semester's training workshop was perceived by interns as an improvement. Interns felt a greater sense of participation and were able to assume more positive roles of leadership within the rotating framework provided in the small group modularized structure. This practice should be implemented over the course of the full year's training workshop. It affords interns a greater sense of control of events and stimulates a more creative exchange of ideas.

5. The mini-workshop opportunities arranged by the program with other outside agencies seeking to explore bilingual education was perceived as a highlight by many of the interns. These workshops provided "hands-on" in depth experiences that were very stimulating to the intern's professional growth. The program should continue to expand in this direction seeking increased articulation with other organizations possessing a commonality of interests.

6. The testing program would be considerably improved if local norms could be provided for the tests used. The Central program should consider formulating a proposal to obtain Title VII funds to norm the

Inter American Series reading tests for local use. Inasmuch as a number of programs are receiving funding under Title VII for similar treatment of target pupils, an effort should be made to acquire the basis for a more precise estimate of the effect of treatment by providing a mechanism to estimate pupil performance without benefit of treatment.

APPENDIX A

BILINGUAL TEACHER/INTERN QUESTIONNAIRE

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF EDUCATIONAL EVALUATION
110 LIVINGSTON STREET, BROOKLYN, N. Y. 11201
(212) 596-6146

ANTHONY J. POLEMENI, PH.D.
DIRECTOR

RICHARD T. TURNER, PH.D.
ASST. ADMIN. DIRECTOR

June 22, 1976

Dear Ladies and Gentlemen:

May we request your cooperation in assisting this office in conducting a mandated evaluation of The Bilingual Intern Program funded under Title VII for the 1975-76 school year?

In order to implement one of the objectives of this evaluation, it is required that program teacher-interns rate selected training activities provided through Graduate School, weekly Program workshops and field visits by teacher trainers on two dimensions: relevancy and effectiveness.

Please fill out the enclosed questionnaire consisting of a representative sample of training activities and return it to this office as soon as possible via the self addressed, stamped envelope enclosed.

Sincerely yours,

William J. Roth

William Roth
Evaluator

WR:lb
Enc:

APPROVED: _____
Anthony J. Polemeni

OFFICE OF EDUCATIONAL EVALUATION
BILINGUAL INTERN PROGRAM EVALUATION

NAME OF RESPONDENT _____ SCHOOL _____

TEACHER INTERN QUESTIONNAIRE

Below are listed a variety of activities encompassed within program training objectives. An understanding of the techniques and methodologies underlying these performance activities are considered essential to successful bilingual teaching. For each activity indicated, please rate the degree of relevance to your teaching situation by circling one of the numbers from 1 to 3 in accordance with the scale provided; Then indicate the degree of effectiveness of the training provided by circling one of the letters A through C. Please provide a reason for any extreme negative or positive rating in the space provided.

Extent of Relevance of Training		Effectiveness of Training	
3	Extremely relevant to teaching performance	C	Very effective-enabled me to perform activity well.
2	Moderately relevant to teaching performance	B	Moderately effective-enabled me to provide partially successful activity.
1	Not practical-little or no relevance to my teaching situation	A	Little or no effect-did not provide sufficient knowledge to employ this activity successfully.

1. Classroom management 1 2 3 A B C

   Reason: _____

   _____

2. Use of the paraprofessional 1 2 3 A B C

   Reason: _____

   _____

3. Open classroom techniques 1 2 3 A B C

   Reason: _____

   _____

4. Individualized instruction 1 2 3 A B C

Reason: _____

_____

5. Small group instruction 1 2 3 A B C

Reason: _____

_____

6. Diagnosing language handicaps 1 2 3 A B C

Reason: _____

_____

7. Strategies to enhance language acquisition (Spanish) 1 2 3 A B C

Reason: _____

_____

8. Strategies to enhance language acquisition (English) 1 2 3 A B C

Reason: _____

_____

9. Techniques in developing lesson plans 1 2 3 A B C

Reason: _____

_____

10. Techniques in developing concrete learning materials 1 2 3 A B C

Reason: _____

_____

11. Operation of audio-visual hardware and software. 1 2 3 A B C

Reason: _____

12. Strategies for teaching mathematics 1 2 3 A B C

Reason: _____

_____

13. Strategies for teaching Reading and Creative Writing. 1 2 3 A B C

Reason: _____

_____

14. Strategies for teaching Science 1 2 3 A B C

Reason: _____

_____

15. Strategies for teaching Caribbean Culture and History 1 2 3 A B C

Reason: _____

_____

16. What are the most important aspects of the program which contribute to success?

17. What are the most inhibitory factors in the course of your program?

18. What are your planning recommendations for the coming year in this program?

APPENDIX B

SUPERVISORS QUESTIONNAIRE

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF EDUCATIONAL EVALUATION
110 LIVINGSTON STREET, BROOKLYN, N. Y. 11201
(212) 596-6146

ANTHONY J. POLEMENI, PH.D.
DIRECTOR

RICHARD T. TURNER, PH.D.
ASST. ADMIN. DIRECTOR

June 22, 1976

Dear Ladies and Gentlemen:

May we request your cooperation in assisting this office which is responsible for conducting an evaluation of the Bilingual Intern Program funded under Title VII for the 1975-76 school year?

In order to implement one of the objectives of this evaluation, it is required that non program supervisors rate selected teaching activities of the bilingual interns assigned to their school. These performance activities are keyed to program training objectives and are representative of the cumulative training provided throughout the year in graduate school and weekly program workshops.

Please fill out the enclosed questionnaire and return it in the self addressed, stamped envelope as soon as possible.

Sincerely yours,

William Roth
Evaluator

WR:lb
Enc:

APPROVED: _____
Anthony J. Polemeni

BILINGUAL INTERN PROGRAM EVALUATION

NAME OF RESPONDENT _____ SCHOOL _____

SUPERVISORS QUESTIONNAIRE

Listed below are various pedagogical behaviors integral to effective teacher performance. Bilingual teacher interns have received intensive training to enhance performance in each of these activities via weekly workshops and field training sessions conducted by program personnel. Using the scale provided, please rate teacher intern performance on each activity presented in comparison to the performance level of other beginning bilingual teachers under your supervision by circling one of the numbers from 1 to 5.

1	2	3	4	5
No basis of comparison, no other new bilingual teachers under my supervision	Below average, performance not as effective as generally exhibited by beginning bilingual teachers.	Average, performance about the same as demonstrated by typical beginning bilingual teachers.	Above Average, behavior exhibited slightly more effective then characteristic of typical beginning bilingual teachers.	Superior, considerably more effective performance than typically observed from beginning bilingual teachers.

1. The ability to transmit sensitivity and awareness of emotional and learning needs of children. 1 2 3 4 5

   Reason: _____

   _____

2. The capacity to provide a variety of learning activities including different modes of instruction favorable to maintenance of good pupil motivation and morale. 1 2 3 4 5

   Reason: _____

   _____

3. The ability to use a variety of bilingual teaching methods appropriate to the nature of the subject matter and desired behavioral goals. 1 2 3 4 5

Reason: _____

_____

4. The capacity to plan effective lessons that in their cumulative impact produce desired behavioral outcomes. 1 2 3 4 5

Reason: _____

_____

5. The ability to develop bilingual teacher made materials to concretize concepts embodied in lesson aims. 1 2 3 4 5

Reason: _____

_____

6. The ability to cooperate and articulate with other pedagogical staff including teachers and supervisors. 1 2 3 4 5

Reason: _____

_____

7. The capacity to perform administrative tasks assigned in an efficient manner. 1 2 3 4 5

Reason: _____

_____

8. The capacity to relate to parents and effectively elicit cooperative effort in providing reinforcement of desired pupil behaviors. 1 2 3 4 5

Reason: _____

_____